DOCUMENT RESUME

ED 247 338 UD 023 712

AUTHOR Shore, Rima; Schulman, Robert

TITLE Comprehensive Russian Instructional Program. O.E.E. Evaluation Report, 1982-1983.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE Mar 84
GRANT GO08202907
NOTE 76p.; Prepared by the O.E.E. Bilingual Education Evaluation Unit.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Achievement Gains; *Bilingual Education Programs; Business Skills; *Career Awareness; Career Counseling; English (Second Language); High Schools; Private Schools; Program Effectiveness; Program Evaluation; Public Schools; *Russian; *Student Characteristics
IDENTIFIERS New York (New York); *Russian Jews; Russians

ABSTRACT

Project CRIP (Comprehensive Russian Instructional Program) in its first year provided career orientation and support services to 460 Russian-speaking students of limited English proficiency at three public and four private high schools in Brooklyn and Queens, New York. The primary project goal was to help students to plan and prepare for future careers. Stated objectives included student achievement in bilingual skills classes, work experience in summer internships, regular meetings with the career advisor for counseling, visits to business offices, and workshops involving representatives of various businesses and occupations. The specific instructional program available to Project CRIP participants varied from site to site, but included English as a second language and native language instruction and content-area instruction. The project's career awareness component included counseling, lectures, presentations by outside speakers, and informal no-credit classes in computer programing, career education, and office skills. Staff development activities and encouragement of parent participation also took place under Project CRIP. Students were assessed in English language development; growth in their mastery of the native language; mathematics, science, social studies, and business courses; and attendance. Results varied considerably among school sites. (GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED247338

COMPREHENSIVE RUSSIAN

INSTRUCTIONAL PROGRAM

1982-1983

OEE Evaluation Report

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T K Minter
NASC Bd of Ed

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

UD023712

O.E.E. Evaluation Report

March, 1984

Grant Number: G00-820-2907

COMPREHENSIVE RUSSIAN INSTRUCTIONAL PROGRAM 1982-1983

Project Director:
Florence Seiman

O.E.E. Bilingual Education Evaluation Unit

Judith Stern Torres, Manager

Prepared by:

Rima Shore
Robert Schulman

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

ED023712

A SUMMARY OF THE EVALUATION FOR THE COMPREHENSIVE RUSSIAN INSTRUCTIONAL PROGRAM (PROJECT CRIP) 1982-1983

Project CRIP, in its first year of a two-year funding cycle, provided career orientation and support services to 460 Russian-speaking students of limited English proficiency at three public and four private high schools in Brooklyn and Queens. All of the students were foreign-born and varied in English language proficiency, ability in the native language, and overall academic prepaudness.

The primary project goal was to help students plan and prepare for future careers. Stated objectives included student achievement in bilingual skills classes, work experience in summer internships, regular meetings with the career advisor for counseling, visits to business offices, and workshops involving representatives of various businesses and occupations.

The project director worked out of a central office at South Shore High School and visited each site one day per month. Other central staff included a community liaison, a grade advisor/curriculum specialist, and a secretary. A part-time office aide lent assistance on an hourly basis; all other central staff were full-time and were supported by Title VII. At each public school site, the project operated under the aegis of the foreign language department, which was headed by an assistant principal. On-site Title VII staff included three resource teachers -- one at each public school site; in addition, three educational assistants carried out project activities at the private schools (one dividing his time between two sites).

The instructional program available to Project CRIP participants varied from site to site. At each public school, students attended courses in English as a second language and native language skills, in addition to receiving instruction in content-area subjects in English. Project students at South Shore were also offered a course in bilingual history. At the private schools, the project's educational assistants provided tutorial support and in many cases small-group instruction.

The project's career awareness component included counseling and lectures by the curriculum specialist, presentations by outside speakers from various occupations, and informal no-credit classes in computer programming, career education, and office skills. Development activities for staff members consisted of monthly meetings at the central office, site visits by the project director and community liasion, attendance at outside conferences and workshops on bilingual education, and participation in university courses. Parents of project students took part in the formal Parents' Advisory Council, attended project-sponsored monthly workshops, and contacted project staff to discuss their children's academic problems.

Students were assessed in English language development (Criterion Referenced English Syntax Test and teacher-made examinations); growth in their mastery of the native language (teacher-made examinations); mathematics, science, social studies, and business courses (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Program students at Franklin D. Roosevelt mastered an average of 0.34 CREST objectives per month during the academic year.

--At South Shore, program students mastered 0.96 CREST objectives per month in the spring.

--In the fall, Forest Hill's students mastered an average of 0.55 CREST objectives per month. The spring mastery rate averaged 0.34 CREST objectives per month.

--The CREST mastery rates for private school participants were 0.31 objectives per month at Flatbush Jewish Center Academy; 0.94 objectives at Nehar Chalom Torah Center; and 0.49 objectives at Yeshiva Hakad Ha-Brab.

--Public school students at all levels of E.S.L. instruction achieved overall passing rates in these courses which exceeded 70 percent, except for beginning (fall and spring) and intermediate (spring) students at South Shore.

--The overall passing rates of private school students in E.S.L. courses exceeded 70 percent, except for intermediate and advanced students in the fall.

--In spring native language studies classes, program students at Franklin D. Roosevelt and South Shore achieved overall passing rates of 96 percent and 80 percent, respectively.

--The overall passing rates of private school students in native language studies classes were 98 percent in the fall and 99 percent in the spring.

--In mathematics, science, social studies, and business courses, public school students achieved overall passing rates which exceeded 70 percent, except for fall business students at South Shore.

--The overall passing rates of private school students in content-area subjects ranged from 88 percent (social studies, fall) to 100 percent (business courses, spring).

--The attendance rate of program students at each public school site was significantly higher than the general population of each school.

The following recommendations are aimed at improving the overall effectiveness of the program:

--Devoting a portion of staff development time to devising strategies for meeting the changing needs of students now enrolling in the project, and who may be expected to enroll in coming years given the changing immigration policies of the Soviet Union.

--Disseminating informational bulletins on program offerings to tax-levy grade advisors who develop students' programs at the various sites to share information about project activities, as well as to discuss the problems of participating students.

--Developing an alternative objective in the area of English reading achievement for those students served in mainstream classes.

The staff's demonstrated ability to communicate effectively with parents in addition to their functions in orienting school administrators and teachers to work more effectively with parents have contributed greatly to the project's success.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Modification of Proposal	2
II.	STUDENT CHARACTERISTICS	5
	Immigration History	5
	Educational Profile of Program Participants	9
	Family Situations	11
	Social Adjustment	12
	Plans For The Future	14
III.	PROGRAM DESCRIPTION	16
	Overview	16
	Organization	16
	Instructional Component	18
	Services of Private Schools	23
	Career Awareness Component	26
	Non-Instructional Components	29
IV.	FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE	32
	Acquisition of English Syntax	32
	Achievement in Native Language Studies	47
	Achievement in Mathematics, Science, Social Studies, and Business Courses	49
	Attendance	54
	Summer Job Internship Program	58
V.	CONCLUSIONS AND RECOMMENDATIONS	59
VI.	APPENDICES	63

LIST OF TABLES

		PAGE
Table 1:	Project CRIP Enrollment.	6
Table 2:	Number and Percent of Program Students by Sex and Grade.	6
Table 3:	Number of Program Students by Age and Grade.	7
Table 4:	Standard Program of Soviet High Schools.	13
Table 5:	Project CRIP Staff Assisgnments.	17
Table 6:	Results of the Criterion Referenced English Syntax Test (Franklin D. Roosevelt High Schools).	37
Table 7:	Results of the Criterion Referenced English Syntax Test (South Shore High Schools).	38
Table 8:	Results of the Criterion Referenced English Syntax Test (Forest Hills High Schools).	39
Table 9:	Results of the Criterion Referenced English Syntax Test (Flatbush Jewish Center Academy)).	40
Table 10:	Results of the Criterion Referenced English Syntax Test (Nehar Chalom Torah Center).	41
Table 11:	Results of the Criterion Referenced English Syntax Test (Yeshiva Hakad Ha-Brab).	42
Table 12:	Number of Program Students at Franklin D. Roosevelt High School Attending Courses and the Percent Passing Teacher-Made Examinations in English as a Second Language and Mainstream English Classes.	43
Table 13:	Number of Program Students at South Shore High School Attending Courses and the Percent Passing Teacher-Made Examinations in English as a Second Language and Mainstream English Classes.	44
Table 14:	Number of Program Students at Forest Hills High School Attending Courses and the Percent Passing Teacher-Made Examinations in English as a Second Language and Mainstream English Classes.	45

LIST OF TABLES
(continued)

		PAGE
Table 15:	Number of Program Students at All Private Schools Attending Courses and the Percent Passing Teacher-Made Examinations in English as a Second Language and Mainstream English Classes.	46
Table 16:	Number of Program Students Attending Courses and the Percent Passing Teacher-Made Examinations in Russian Language Studies.	48
Table 17:	Number of Program Students at Franklin D. Roosevelt High School Attending Courses and the Percent Passing Teacher-Made Examinations in Content-Area Subjects.	50
Table 18:	Number of Program Students at South Shore High School Attending Courses and the Percent Passing Teacher-Made Examinations in Content-Area Subjects.	51
Table 19:	Number of Program Students at Forest Hills High School Attending Courses and the Percent Passing Teacher-Made Examinations in Content-Area Subjects.	52
Table 20:	Number of Program Students at All Private Schools Attending Courses and the Percent Passing Teacher-Made Examinations in Content-Area Subjects.	53
Table 21:	Attendance Percentages of Program Students at Franklin D. Roosevelt High School.	55
Table 22:	Attendance Percentages of Program Students at South Shore High School.	56
Table 23:	Attendance Percentages of Program Students at Forest Hills High School.	57

COMPREHENSIVE RUSSIAN INSTRUCTIONAL PROGRAM

Central Office Location:	South Shore High School 6565 Flatlands Avenue Brooklyn, N.Y. 11236
Year of Operation:	1982-83, First Year of Operation
Target Language:	Russian
Number of Sites:	3 Public High Schools 4 Private High Schools
Number of Participants:	460 Students
Project Director:	Florence Seiman
Public School Sites:	South Shore High School 6565 Flatlands Avenue Brooklyn, N.Y. 11236 Franklin Delano Roosevelt High School 5800 Twentieth Avenue Brooklyn, N.Y. Forest Hills High School 67-05 110th Street Forest Hills, N.Y.
Private School Sites:	Flatbush Jewish Center Academy 500 Church Avenue Brooklyn, N.Y. Nehar Chalom Torah Center 2600 Ocean Avenue Brooklyn, N.Y. New Solomon Schechter High School 550 Ocean Parkway Brooklyn, N.Y. Yeshiva Hakad Ha-Brab 841-43 Ocean Parkway Brooklyn, N.Y.

I. INTRODUCTION

The New York City Public Schools pioneered, in the seventies, the first formal bilingual services aimed at helping immigrants of high school age who were arriving from the Soviet Union. These students were coming from a number of Soviet Republics (some spoke languages other than Russian at home), and settled primarily in Brooklyn, but also in Manhattan and Queens. Some came directly from the Soviet Union to New York City; others spent months or years in other countries, most often Israel or Italy. Most families arrived with few possessions and few realistic ideas about day-to-day life in America. Many parents had held responsible jobs prior to their decision to emigrate from the Soviet Union; because their skills were not often immediately marketable, many experienced a dramatic downward mobility which took its toll on family life. While acquisition of English-language skills and mastery of subjects required for graduation were of primary concern to the program staff, they also extended themselves to help students manage the stress which often weighed on them at home and impeded progress at school.

The scope and direction of Russian bilingual services over the last decade has reflected political reality: as Moscow has slowed the flow of immigration by Jews and other Soviet citizens, the characteristics of program participants have changed. Therefore, this report stresses student characteristics.

Project CRIP has also shifted emphasis from general academic

achievement -- the thrust of the previous program for speakers of Russian -- to career orientation. Several of its stated objectives specify achievement in English as a second language (E.S.L.), Russian language, and other academic subjects, as well as consistency in attendance; other objectives relate to the provision of general support services and staff development activities. But most Project CRIP objectives deal with helping students plan and prepare for future careers. These objectives include:

- achievement in bilingual business skills classes;
- work experience through participation in a summer internship program;
- regular meetings with career advisor and/or the site liaison for college and career counseling;
- visits to business offices or industrial plants;
- workshops or programs involving representatives of various businesses or occupations;
- career orientation workshop for parents who participate in E.S.L. classes;
- staff development related to counseling, testing, and career guidance;
- development of curricular materials related to counseling, testing, and career guidance.

MODIFICATIONS OF PROPOSAL

Project CRIP, as it functioned in 1982-83, departed in a number of ways from its proposal as central staff adjusted for demographic shifts, budget limitations, and students' needs.

Site Selection

The project director attributed changes in site selection to budget cuts and to the mobility of New York City's Russian-speaking community. In September, when the project was due to get underway, she noted a shift in the Russian-speaking population from the Washington Heights area (served by George Washington High School) to the area served by Forest Hills High School in Queens. Budget considerations also reduced the number of public school sites from four to three.

Staffing

Budgetary limitations also caused the project director to trim the project staff. The staff included four rather than five resource teachers; the number of educational assistants was reduced from five to three.

Project Services

The English as a second language (E.S.L.) component of the project was eliminated. Field trips were cut, as were workshops for parents. Parents were, however, involved in program activities in other ways, as will be outlined later in this report.

Career Component

Project CRIP offered students regular advisement on topics related to career options and planning; informational meetings for parents; and an active lecture program. The program also gathered and made available materials in English and Russian on various occupational fields.

Budgetary constraints limited career-related activities in other areas. The project aimed at providing 75 percent of participants in a summer job internship program with actual work experience. This objective could not be met since the project had no funds with which to compensate students. The project director pointed out that these immigrant students are young people with serious responsibilities and ambitions, who want and need to be paid for their work. Placement for the sake of experience is generally not acceptable to them.

Financial limitations also made field visits to business offices and industrial plants out of the question. Since no monies were available for transportation, this activity was eliminated from the scope of the project's work during negotiations with Washington.

II. STUDENT CHARACTERISTICS

Project CRIP served 460 students: 454 were born in the Soviet Union and five were born in Poland (see Table 1). All speak Russian. Project staff noted that student characteristics varied somewhat from site to site. About 30 percent of the public school students served by the program attended Franklin Delano Roosevelt High School (F.D.R.), which had not previously provided bilingual services to Russian-speaking students. Tables 2 and 3 present program students by sex and grade, and age and grade, respectively.

IMMIGRATION HISTORY

Moscow's emigration policies, particularly as they relate to Soviet Jews, affect directly the composition of New York City's program for Russian-speaking high school students. The program got underway and then peaked in numbers in the mid-seventies, when Soviet immigrants were streaming into the city, and particularly into several Brooklyn neighborhoods. In the eighties, that stream slowed to a trickle as Soviet authorities extended fewer and fewer exit visas to applicants.

The number of program students has consequently diminished. There have been qualitative changes in student characteristics as well. First, the number of high school students who transferred directly from a Soviet school to a New York City high school dropped sharply. Increasingly, students coming directly from abroad are those who have spent months or years in Israel before immigrating to the United States. Staff at the two largest public school sites -- F.D.R. and Forest Hills

TABLE 1

Project CRIP Enrollment

Site	Total Enrollment	Number of Program Students
Public High Schools		
F.D.R.	3,065	98
Forest Hills	2,794	172
South Shore	3,092	42
Private High Schools		
Flatbush Jewish Center Academy	180	65
Nehar Chalom Torah Center	120	38
New Solomon Schechter High School	40	25
Yeshiva Hakad Ha-Brab	270	11

TABLE 2

Number and Percent of All Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	25	32	54	68	79	17.3
10	95	57	71	43	166	36.3
11	61	47	68	53	129	28.2
12	32	39	51	61	83	18.2
TOTAL	213	47[a]	244	53[a]	457	100.0

[a]Percent of all program students.

- Over 50 percent of the program students are female.
- Most students are in the tenth grade.

TABLE 3

Number of Students by Age and Grade

All Students

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	2	0	0	0	2
14	26	4	1	0	31
15	37	45	2	0	84
16	6	84	43	7	144
17	5	27	57	41	130
18	1	4	11	36	52
19	1	0	1	10	12
TOTAL	78	166	127	84	456

All Overage Students

Number	13	31	12	10	66
Percent	16.7	18.7	9.4	11.9	14.5

Note. Shaded boxes indicate expected age range for grade.

Percent of Overage students by Site

Public High Schools	Private High Schools
F.D.R. 19%	Flatbush Jewish 3.1%
Forest Hills 15.6%	Nehar Chalom 5.6%
South Shore 19.5%	Schechter 24%
	Yeshiva Hakad Ha-Brab 18.2%

- Fifteen percent of the program students are overage for their grade.
- South Shore had the highest percentage of overage students (20 percent).

High Schools -- estimate that some 25 students at each site have attended school in Israel. They note that in terms of progress toward graduation, these students lost time in the emigration process, and then more time as they spent the better part of a year of more studying Hebrew and only Hebrew. These students have typically fallen behind in content-area studies, and are experiencing difficulty in some of their classes.

Another group of students immigrated directly to the United States, but initially enrolled in yeshivas. (For example, about 20 students transferred to F.D.R. from yeshivas, according to program staff.) Because most of these students knew no Hebrew whatsoever when they entered these religious schools, language study absorbed much of their time. Some of these students transferred to public schools at least in part because they wanted to progress more quickly in English.

For the most part, Project CRIP participants who did go directly from Soviet to American schools are not the more recent arrivals, but have attended American schools for two or more years; many entered high school from feeder schools. Program staff who have worked in a Russian bilingual program for several years say that these students are less well prepared than were their older brothers and sisters, who left the Soviet Union as adolescents with solid literacy skills in their native language. The staff at Forest Hills, for example, note that Project CRIP participants typically have acquired some proficiency in English, but continue to experience difficulty in school, both in terms of academic work and adjustment to a radically different social environment.

EDUCATIONAL PROFILE OF PROGRAM PARTICIPANTS

Russian-Language Proficiency

In comparison with participants in previous Russian bilingual programs, Project CRIP students have spent less time in Soviet schools and therefore have weaker Russian-language skills. Program staff at Forest Hills High School, for example, estimate that a third of program participants are functionally illiterate in Russian.

Not all project participants are native speakers of Russian. Forest Hills project staff added that of the 50 students with minimal reading and writing skills in Russian, about 20 emigrated from the Soviet republic of Georgia. These students learned Russian as a second language in a Soviet school, but it is not their home language. Another 20 students at Forest Hills came from the Central Asian republics of the U.S.S.R. Most are children of Russian-speaking families which evacuated eastward during World War II and remained; a few have ethnic roots in Central Asia and are not native speakers of Russian.

An evaluation report of the previous Russian-language bilingual program (New York City Russian Bilingual Program, 1980-81), notes definite variation in students' command of Russian: "Almost invariably, idiomatic spoken language predominates over written, grammatical Russian. Usually, the younger the student is at the time of his/her departure from the U.S.S.R. or the longer the wait for an American visa in Rome or elsewhere, the worse is his/her command of standard grammatical Russian." This statement remains true of Project CRIP participants.

English-Language Proficiency

Forty percent of program participants scored above the cutoff on the Language Assessment Battery (LAB) and are not technically limited English proficient, according to the project director. Teachers at all sites agree that on the whole, students' command of English is quite good. Many studied English in Soviet schools. A number of students comment, however, that they had been exposed to British English, and were hard pressed to understand what they were hearing when they first came to New York. A grade advisor says that students from feeder schools tend to have a better command of English and are registered in a greater number of mainstream classes. "But," she added, "there are some disasters."

Academic Preparedness

Teachers who work with Project CRIP participants say that they perform well academically -- though ninth and tenth graders are less well prepared and less motivated than older students. There is some variation by site: staff at Forest Hills dwell more on academic problems than staff at other sites. A grade advisor at South Shore remarks that these students are strong in math and science, and that quite a few have qualified for advanced placement classes. At Forest Hills, however, a grade advisor says that Project CRIP participants receive more failing marks in math than in other subjects. Presumably, those students who have lost time in the immigration process and have fallen behind in content-area subjects experience the greatest difficulty in mathematics. In this sense, these students differ from the immigrants who preceded them.

Most staff agree that these students show great potential, and that some are doing excellent work. For example, the F.D.R. resource teacher mentioned thirteen students who qualified for that school's honors program. Problems of adjustment and stress at home appear to be impeding the progress of those who are faring less well.

FAMILY SITUATIONS

For many people arriving from the Soviet Union, the trauma of emigration began not when they packed their bags, but much earlier, when they first applied for an exit visa. Some parents were unable to work in their field of specialization for extended periods prior to emigration. Many have skills which do not translate easily into similar posts in the United States. These families experience steep downward mobility when they leave the Soviet Union, a fact of life which takes its toll on family life. A project staff member at Forest Hills observes that two out of three students have divorced parents. Problems of adjustment are not the only reason for this situation: some families are broken apart in the emigration process. The staff member said that Soviet authorities occasionally permit the emigration of some but not all family members.

The principal at Forest Hills sees other problems rooted in the family situation. "Many of our kids resented moving, they felt forced to come. They come to us fighting." A teacher at South Shore remarks that parents are typically so busy working, trying to earn a living, dealing with the language barrier, and reacting to problems in their marriages, that they cannot keep track of their adolescent children. "The kids are on their own."

SOCIAL ADJUSTMENT

The transition from the rigidly structured educational setting in the Soviet Union to the more flexible environment of an American high school confuses some program students. While some negotiate the new terrain extremely well, making friends and pursuing their own interests, others are in such a hurry to become Americans, to strip themselves of all remnants of their Soviet experience, that they parody their American-born schoolmates. Teachers comment that female students have more adjustment problems than males: there appears to be more confusion about social mores, and about what is expected of them. Ninth graders have more problems than older students.

Adjustment to the social environment of the school, and to the new set of expectations, is often difficult. The schools which these students enter in New York City are sharply different from those in the Soviet Union. Whereas in Soviet schools, students could not opt for electives, here the range of choices is broad. (See the standard Soviet high school program listed on the following page.) Students have considerably more leeway for shaping their own programs, and making decisions about their own present and future education. Confronted by these new choices, one teacher says, "students sometimes become arrogant. They know their rights; they sometimes forget their responsibilities."

At the same time, however, for many students, there is also a fear of authority figures. At one site, the principal stopped a recently arrived program student in the hallway. She tried to explain that she was lost, couldn't find the right room, and finally blurted out, "Russian

TABLE 4

Standard Program of Soviet High Schools

Ninth Grade	Tenth Grade	Eleventh Grade
Foreign English 1 & 2	Foreign Language 3 & 4	Foreign English 5 & 6
Russian History 1 & 2	West. Civilization 1 & 2	Contemp. History 1 & 2
9th Yr. Algebra 1 & 2	Geometry 1 & 2	Trigonometry 1 & 2
General Science 1 & 2	Biology 1 & 2	Organic & Inorganic Chemistry 1 & 2
Native Russian 1 & 2	Native Russian 3 & 4	Chemistry 1 & 2
Ukranian 1 (2nd term)	Ukranian Lit. (2nd term)	Physics 1 & 2
Vocational Training 1 (or Home Economics)	Vocational Training 1 (1st) Tech. Drafting 1 (2nd)	Native Russian 5 & 6
Physical Ed. 1 (2nd term)	Physical Ed. 2 (1st)	Astronomy 1 (2nd)
		Drafting 2 (1st)
		Physical Ed. 3 (1st)

teacher -- no English." When she couldn't make herself understood, she got frightened and ran away. The Russian program resource teacher finally was found and cleared up the misunderstanding.

While program students are often in a rush to "Americanize," staff at the various sites say that they shy away from interaction with the general school population. The grade advisor at South Shore comments, "Academically the kids do well, but socially there's not much interaction with the rest of the school. As for taking part in school functions, -- forget it." Another teacher notes that many hold down after-school jobs, although reports of students working were inconsistent. The principal at Forest Hills observes "social cohesion -- the kids sit together in the lunchroom. When they spread out, something positive is happening. But it's important for this to happen out of a positive feeling about the context, not out of shame about who they are. We need balance." He stresses showing respect for the students' own culture as one way for the school to gain credibility with its bilingual students, and to encourage interaction with the larger student body. Bringing a Russian-speaking comedian into the school, for example, had a positive effect, as did the cultural show which presented vignettes from various cultures.

PLANS FOR THE FUTURE

Whether or not they work after school, these students want to be independent, staff members agree, and are anxious not only to be financially independent, but also to make a contribution to their households. It is hard to get them to defer gratification -- to go for

the education rather than the cab driver's wages. The principal at Forest Hills remarks that a major challenge of the program is "to get parents and kids to reach for the stars." He regrets that some of his more promising students "live as if there's no tomorrow." He mentions that moving into the neighborhood of the school -- whose immediate vicinity is quite wealthy -- exposes students to "the good life." "We try to keep them from slipping into the quicksand of quick moneymaking in New York and to some degree in the emigre community."

He works with the dean at Queensboro College to push students to think about higher education. But the challenge is not only to convince students to consider further schooling. "Some of their vocational ideas are grandiose," one staff member says. "An engineer in Russia is not an engineer here, it doesn't mean the same thing. Sometimes parents' disillusionment affects the children." School administrators speak of the importance of giving students a variety of role models: particularly emigres who have made it in their careers, or who have successfully launched new ones.

The program's curriculum specialist/grade advisor believes that most students need solid, realistic, practical advice to help keep their feet on the ground. For instance, many want to go to college out of town, but don't understand fully the financial burden this entails.

III. PROGRAM DESCRIPTION

OVERVIEW

Project CRIP provided career orientation and support services to students at three public and four private high schools in Brooklyn and Queens. Whereas the previous bilingual program for Russian-speaking students stressed Russian heritage -- culture and literature -- Project CRIP emphasizes planning for the future. It also provides some support services, curriculum development, and staff development. Contact with parents is an integral part of program activities.

ORGANIZATION

Project CRIP's project director works out of the central office at South Shore High School, but visits each site one day per month. Other central staff include a community liaison, a grade advisor/curriculum specialist, and secretary. A part-time office aide lends assistance on an hourly basis; all other central staff are full-time and are supported by Title VII.

On-site staff include three Title VII resource teachers -- one at each public school site; in addition, three Title VII educational assistants carry out program activities at the private schools (one educational assistant dividing his time between two sites).

At each of the public schools, the project operates under the aegis of the foreign language department, which is headed by an assistant principal. Table 5 summarizes the program's structure and a list of project staff characteristics is included in the appendices.

TABLE 5

Project CRIP Staff Assignments

Name of Site	Program Personnel At Site	Central Staff Visit/Contact	School Staff Assisting Program
Forest Hills H.S.	Resource Teacher	Project Director/2x mo. Comm. Liaison/2x mo. Grade Advisor/Curr. Spec./1x wk.	1 Educational Assistant
Franklin Delano Roosevelt H.S.	Resource Teacher	Project Director/2x mo. Comm. Liaison/2x mo. Grade Advisor/Curr. Spec./1x wk.	1 Teacher
South Shore H.S.	Resource Teacher	Project Director/everyday contact because of proximity of office	1 Teacher
Flatbush Jewish Center Academy	Educational Assistant	Project Director/1x mo. Comm. Liaison/1x mo. Grade Advisor/Curr. Spec./1x wk. (1/2 day)	1 Teacher
Nehar Chalom Torah Center	Educational Assistant	Project Director/1x mo. Comm. Liaison/1x mo. Grade Advisor/Curr. Spec./1x wk. (1/2 day)	
New Solomon Schechter H.S.	Educational Assistant	Project Director/1x mo. Comm. Liaison/1x mo. Grade Advisor/Curr. Spec./1x wk. (1/2 day)	1 Teacher
Yeshiva Hakad Ha-Brab	Educational Assistant	Project Director/1x mo. Comm. Liaison/1x mo. Grade Advisor/Curr. Spec./1x mo. (1/2 day)	

INSTRUCTIONAL COMPONENT

The program of instruction available to Project CRIP participants varies from site to site.

South Shore

Programming. A tax-levy grade advisor, who is a native speaker of French but has excellent rapport with Program CRIP students, is responsible for programming. She says that she works closely with the two Russian teachers at the school and exchanges information with the project's grade advisor, but knows "almost nothing" about project offerings in the areas of office skills and computer science. However, she thinks that the project's career awareness thrust is important since bilingual students are reluctant to seek help from the school's tax-levy career advisement office.

Instructional offerings. Project students at South Shore may take the following courses:

- E.S.L. (two periods);
- Russian for native speakers;
- Bilingual history;
- Transitional biology (in English with vocabulary translated into Russian).

For the first time in 1982-83, two Russian-language classes were offered: one emphasized language and grammar; the second stressed communication skills, composition, and discussions on a university level. The two-track Russian offerings were introduced because during the previous year, students with weaker language skills were thought to be holding back the class.

The more advanced class proceeds through a survey of Russian classics, including works by Pushkin, Gogol, Lermontov, and Goncharov. Because books are difficult to locate in quantity, the teacher is increasingly using a report format. Students are asked to read and report on two books. Typically, they like to read Russian authors published in the West, such as Aksyonov or Voinovich. There is also some interest in Soviet authors. Sometimes students prefer to report in Russian on books which they read in English. At the initiative of the resource teacher, a collection of students' essays appeared in the emigre newspaper, Novaya Gazeta.

Transitional biology is offered because students have experienced particular difficulty with this descriptive science. In the past, the project tried sending a paraprofessional into the room to act as an interpreter, but this proved distracting for teacher and students alike. Chemistry and physics have been easier for students to follow in English.

Students have also found economics difficult, since the concepts are so entirely foreign to them. However, there are not presently enough students to constitute a bilingual class.

Math is not taught bilingually because the students function at so many different levels.

Franklin D. Roosevelt

Programming. The resource teacher explains that since no school records are available for participants, she rests programming decisions largely on date of birth. Because the Soviet curriculum is standard, with no electives, it is possible for a resource teacher who

is thoroughly familiar with the Soviet school system to evaluate students' academic background on the basis of age. The teacher can also translate the emigration process into time lost, and in this way estimate students' probable mastery of required subject matter.

The assistant principal who heads the foreign language department says that before the program was in place, she used her own system for determining where to place a student, and evaluations were carried out by the various departments. Departmental evaluations still take place, but the resource teacher ensures that students get proper credits, and that they don't "talk their way" into more credits than they deserve.

Instructional offerings. Project students may take:

- E.S.L.;
- Russian heritage;
- Transitional American history (in English);
- Transitional economics (in English).

The assistant principal explains that her department introduced transitional social studies classes geared to foreign students when their many failing grades convinced her that these students needed more structured assistance in mastering required material. She says that the school's social studies department initially resisted the idea of the foreign language department setting up these special courses, but that the classes have proven helpful. She adds that the principal has strongly supported adjustments to curricula to meet students' needs, and that in 1983-84, transitional English and chemistry may be offered.

Tutorial assistance is available to students, especially in science, math, and Hebrew.

Classroom Observation. A member of the evaluation team visited an E.S.L. class which included native speakers of Chinese, Spanish, and Russian. The class took up the Edgar Alan Poe story, "The Cask of Amontillado." The teacher asked students to give synonyms for vocabulary found in the story (mad, crazy, insane). He wrote a summary on the board, asked students to copy it, then asked them to fill in blanks in the summary without referring to their notebooks. The Russian-speaking students tended to cluster together in the class. They participated in the lesson, and appeared to be mastering the material.

Forest Hills

Programming. Programming is carried out by the grade advisors, with advice from the project's resource teacher. Four years of Hebrew are offered to project students who attended school for a period in Israel.

Instructional Offerings. Project students may take:

- E.S.L.;
- Russian for native speakers;
- E.S.L. typing (in English);
- Transitional social studies (in English).

During the spring semester, there were fewer than ten progr[illegible] students enrolled in E.S.L. classes. Most had already been mai[illegible]amed.

The Russian class, taught by the school's tax-levy Russian teacher, introduces students to the classics of Russian literature from Pushkin to Chekhov. The program has a small but diverse book collection, including some reference books, some works by authors who are published

in the West (Solzhenitsyn, Lydia Chukovsky), and a number of Russian classics in sufficient numbers for class use.

While there are no Russian-language content-area offerings, independent study materials are available in Russian. The principal notes that the project works with the social studies department, which offers several sections for foreign students. Plans are underway for two more transitional classes to be offered in 1983-84 (earth science and biology).

Tutoring is available to students both from project staff and from other students. "We have a good crop of seniors," the resource teacher says. She encourages the seniors to help younger students.

Classroom Observation. A member of the evaluation team visited a Russian class of six students taught by the tax-levy Russian teacher. A Chekhov story was the subject of the lesson. Students took turns reading aloud from the text, and took part in a discussion of the story's structure and style which was quite sophisticated.

A member of the evaluation team also visited an E.S.L. typing class, where 39 students were assisted by a teacher and three student assistants (including two program participants). The student assistants moved around the room during the lesson, answering questions and checking students' work. The two program participants spoke in Russian to the Russian-speaking students in the class. The teacher said that many students enroll because a practical arts course is required, and if their language skills are weak, they are not placed in shop classes, where an accident could result from poorly understood instructions.

A Russian-speaking student commented that, "This helps more

than E.S.L. There are words here [in the typing text] that I never hear about otherwise."

The head of the business department says that 85 percent of foreign students had been failing in regular typing classes: without extra help, they were not understanding directions. Now, 75 to 80 percent are passing. The teacher says that the class starts off at a slower pace than a regular Typing I class, but by late spring, they have accelerated to the point that they cover the full year's curriculum.

SERVICES TO PRIVATE SCHOOLS

Flatbush Jewish Center Academy

The 65 Russian-speaking students at this school constitute more than a third of its student body. The educational assistant provided by the project is the school's only Russian-speaking staff member, and offers students instruction in:

- Business writing (tenth and eleventh grades);
- Typing (twelfth grade);
- E.S.L. tutorial;
- Shorthand.

The educational assistant also helps students prepare for the Regents examinations. On Fridays, she attends English classes to keep up-to-date with what program students are studying. She also organizes group discussions on Russian literature. For example, she involved many program students in a discussion of Boris Pasternak's life, and of his novel Dr. Zhivago. The students read the novel in English, but discussed it in Russian. Other discussions covered such topics as how to read a poem in Russian.

The educational assistant says that students are very enthusiastic about the business education class, which is geared to marketable skills. "The Russian kids want math, science, computers, business skills," she remarks.

Nehar Chalom Torah Center

The 45 Russian-speaking students at this private religious school for girls constitute about a third of the student body. The program's educational assistant provides tutorial support and small-group instruction and bolsters the work of the school's grade advisor by discussing values and problems of adjustment with the Russian-speaking students. She notes that the girls with whom she works are quite limited in terms of cultural experience. Many have never been to Manhattan. During a discussion of events in Poland, it appeared that most did not have any idea where that country is located.

The educational assistant brings in stories and poems in English to help students improve their skills. "We don't read many books in Russian," she says. "They need to catch up in Hebrew and English." "The kids have not lost the Russian language," she adds, "but the feeling of the language. Sometimes they speak in Russian structures that are translations from English. They're groping for words."

The educational assistant works on no set schedule, but rather tailors services to students' needs. When they finished up science material early, she brought in maps and spent time on geography, since she found students particularly deficient in that area.

New Solomon Schechter High School

The 1982-83 school year was the second year of operation for this small school. Just over half of its 35 students are Russian-speaking. Fifteen Russian-speaking students take a Russian literature and language class, offered by one of the school's own teachers. Project CRIP's curriculum specialist has lent assistance with materials. Russian classes are offered in three sections in order to accommodate the students' schedules. A class attended by a member of the evaluation team finished up a discussion of the biography of Chekhov. The teacher then presented a brief formal lecture on the writer Kuprin.

The Title VII educational assistant spends every morning at the school, where he tutors students in English and algebra, and teaches physical education for boys. A member of the evaluation team sat with him as he helped two students with English vocabulary: he assigned them 12 words (as he does each day) and asked them to provide definitions in English. Tutoring five students in algebra, he explained concepts in Russian when the students couldn't follow his instructions or clarifications in English. He also helped them to solve word problems in English.

Yeshiva Hakad Ha-Brab

The educational assistant who spends mornings at New Solomon Schechter works with students at this yeshiva for boys in the afternoons in a room set aside for small-group instruction. He says that the 15 Russian-speaking students (of a total school population of 120) have been in this country longer than the students at New Solomon Schechter, and generally have stronger language skills and a better grasp of science and history.

He provides remedial reading instruction, and emphasizes Russian heritage, introducing students to Russian history and the structure of the Russian government. "The students don't know what Russia is," he comments.

CAREER AWARENESS COMPONENT

Overview

The curriculum specialist bears primary responsibility for implementing the career awareness component of the program. Her responsibilities include:

- getting to know students on an individual basis through bi-monthly meetings;
- providing lectures related to career planning;
- inviting speakers from various professions or occupations to address students;
- maintaining contact with parents;
- assembling and maintaining files of materials (in English and Russian) on career-related topics;
- maintaining contact with business departments and with tax-levy grade advisors at the public schools;
- preparing materials for teachers.

Her role is essentially that of grade advisor at the private schools where program services generally constitute the only formal career advisement available to students. Working with the educational assistant on-site, she begins helping students with college applications in the tenth grade. She notes that her role includes introducing students to a broad range of career options. "They need to know that there are not only doctors and lawyers and teachers in this world, that people also

work in forests." Much of this advice is provided to students on an individual basis.

Lectures

The curriculum specialist addressed students once a semester on career-related topics at the four private schools and at South Shore High School. These topics included:

- identifying one's values and how individual values relate to job satisfaction;
- researching a career on the basis of the results of the career interest inventory;
- applying for a job: job applications, resumes, and interviews.

She addressed parents at Forest Hills High School on "How to Help Your Child Plan a Career."

Guest Speakers

The curriculum specialist arranged for outside speakers to share with program students at several sites information and experience related to various careers. Speakers included:

Anna Tuchfeld, Financial Aid, Admissions Office, Brooklyn College

Prof. Mark Finszyc, Department of Modern Languages, Brooklyn College

Prof. Arno, Computer Department, Brooklyn College

Moira Kennedy, The Door

William Cherno, Attorney

M. Rodriguez, Private Investigator

V. Yasvovsky, Biochemist

A member of the evaluation team attended a presentation by the biochemist to a group of 22 students at South Shore. The speaker, a chemist for International Paper Co., spoke in Russian, describing his work in some detail, and fielded questions. He emphasized the importance of having a solid specialization, particularly for immigrants who do not have the advantages that some third- or fourth-generation Americans may have. He also stressed initiative and the work ethic: "Why do they pay me close to 40 thousand? Because I think day and night, work, work, work. Work now. In two or three years it will be late."

The question-and-answer session focused on students' practical concerns. How did he first get work when he came to the United States? Which universities or colleges does he recommend for science-oriented students? The curriculum specialist raised the problem of financing an education, and urged students not to be afraid to take out loans to support their schooling. "You'll earn the money later," she assured them.

Informal Classes

Project CRIP organizes a number of informal, no-credit classes in computer programming, career education, and office skills at its public school sites and at one private school. The classes meet two or three times per week.

Several students at South Shore took part in computer classes, taught by a project resource teacher who had a six-month computer course. The topics covered included: the era of intelligent machines; the basic language; flowcharting techniques; the read command and data statement; controlling output; comparing and branching; looping and arrays. Other

informal classes included career education (21 students), typing (16 students), and recordkeeping and filing.

NON-INSTRUCTIONAL COMPONENTS

Support Services

At the three public schools, the project's grade advisor/curriculum specialist coordinates her efforts with those of the school's tax-levy grade advisors. Several members of the project staff say that their one-to-one work with students has been the heart of their work, since adjustment problems are impeding the progress of students whose basic academic skills are fairly solid.

Parental Involvement

Administrators at the three public school sites agree that in the area of parental involvement, the Title VII program makes a dramatic difference. At South Shore, the head of the foreign language program (who speaks some Russian) says that requests for help from Russian-speaking parents in the school's attendance area inspired the introduction of bilingual services at the school in the seventies. "We figured these people must have children with the same difficulties." She adds that the program staff won parents' trust by meeting with them at homes, in temples, even at the airport when they arrived. The project is now citywide, but the school's rapport with Russian-speaking parents has continued.

The resource teacher at F.D.R. says she deals with parents very often. Many parents get in touch with her at the school. Or, she calls them in when students are having problems. On the day of the site

visit, she said she had seen three parents the day before, and one that day.

The principal at Forest Hills says he works with the community to get parents to enroll their children in the Title VII project. He notes that before Project CRIP came to Forest Hills, few parents would make contact with the school on their own; he attributed this to their fear of institutions. He adds that communication had to be opened up with the school, and this meant educating administrators. In dealing with parents,

> ...we made the mistake, for example, of calling them Russians. "Our Russian students..." we'd say. One parent rose and said, "We are not Russians." The project staff helped us understand this, that in the Soviet Union, most of these people had carried documents saying that they were not ethnic Russians, but Jews.

He added that in implementing the career awareness component of the program, working with parents is critical. Ten parents took part in the formal Parents' Advisory Council, which met quarterly and as needed with central program staff. The project also offered monthly workshops for parents.

Staff Development

The project staff gathers one Friday afternoon per month at the central office to share experiences and take part in various staff development activities. In addition, the project director and community liaison visit each school one day per month. A member of the evaluation team attended one monthly staff meeting, where procedures for end-of-year data collection were reviewed. The meeting was attended by a

Russian-speaking teacher from P.S. 251, an elementary school with about 50 bilingual Russian-speaking children. She receives support and advice, on an informal basis, from Project CRIP.

Staff development also takes place outside school. Five members of the professional staff, all three educational assistants, and the project's secretary, took courses at metropolitan-area colleges or universities. (One parent also studied English at New York University with program support.)

The central staff also attended conferences and workshops on bilingual education. The project director attended the National Association for Bilingual Education conference in Washington, D.C., the state association conference in Rye, New York, and the Teachers of English as a Second Language conference in Toronto, Canada.

Affective Domain

The field trips which were proposed were cut from the budget. However, the project did sponsor films, including a film about the poet and songwriter Vysotsky, for the community. Project students are involved in peer tutoring at some sites. In addition, several South Shore students work with Russian-speaking children at P.S. 251, teaching and introducing them to short stories and fairy tales in Russian.

IV. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE

ACQUISITION OF ENGLISH SYNTAX

The assessment instrument utilized for measuring achievement in this was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre-test and post-test are calculated to represent the gain score, and an index which represents the number of objectives mastered per month is computed. However, since the levels are not equated vertically, it is impossible to measure gains for students who change levels. Extensive information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

The program's objective in this area called for the acquisition of one CREST objective per month of attendance. At two of the public high schools, the CREST was administered at the beginning and end of each term. At the third public high school and at all private high schools,

---

*Board of Education of the City of New York, Division of High Schools, 1978.

the CREST was administered only once each semester so that analysis of the results for those schools was on yearly basis. Tables 6 through 11 present CREST results by school and, where appropriate, by semester.

At Franklin D. Roosevelt High School, CREST yearly data were complete for approximately 77 percent of program students. Examination of Table 6 indicates that students tested on Levels I and II gained an average of 0.37 CREST objectives per month. Students tested on Level III acquired 0.31 objectives per month. This was not due to lack of progress, however: a considerable percentage of students tested on Level III, and on Levels I and II to a less extent, achieved pre-test scores at or near the maximum. This left little room for manifest improvement on the post-test, thus lowering observed gain. This phenomenon, known as a "ceiling effect," is due to test parameters and indicates that the test is too easy for many students. As a result, any interpretation of test scores becomes quite problematic. Such is the case with Level III CREST students at F.D.R.

At South Shore High School, CREST scores were available for the spring semester only and complete CREST data were available for 31 students. Examination of Table 7 reveals that students tested on Levels I and II acquired CREST objectives at a average rate of 1.12 objectives per month. Students on Level III achieved 0.74 CREST objectives per month, for an overall rate of 0.96 objectives. Students tested on Levels I and II met the criterion in this area. When considered across all test levels, this program site very nearly realized the program objective for the spring term.

In the fall term, Forest Hills High School reported CREST data for 14 E.S.L. students out of a site enrollment of 173, with complete CREST information available for only five pupils. In the spring data for 165 pupils were provided. An examination of the fall data in Table 8 reveals that the single student tested on Level II achieved the maximum score on both pre-test and post-test (and should have been tested on Level III). The four students for whom Level III scores were available acquired an average of 0.69 CREST objectives per month. In the spring, nearly all of the 165 students with valid CREST scores were tested on Level III. These students manifested an average gain of 0.34 objectives per month, a gain severely limited by ceiling effects, as described above. While a meaningful discussion of gain scores cannot be written, it is clear that students' backgrounds in E.S.L. were strong.

All four of the private schools participating in the program reported CREST data on a yearly, rather than semester, basis. The data for New Solomon Schechter High School were extremely limited and therefore were not reported. Flatbush Jewish Center Academy reported complete CREST data for nearly all their program students. These results, presented in Table 9, indicate that students tested on Level II gained an average of 0.41 CREST objectives per month. Students tested on Level III acquired 0.13 objectives per month. The manifest gains for both levels were severely affected by students' high pre-test scores and cannot be meaningfully evaluated.

Complete CREST data were reported for 55 percent of the 37 students at the Nehar Chalom Torah Center. Examination of Table

10 reveals that students tested on Level II acquired an average of 1.45 CREST objectives per month. Students tested on Level III gained 0.59 objectives per month. Overall, students at this site acquired an average of 0.94 per month, nearly achieving the criterion. Five additional students at this site were pre-tested with CREST Level II and post-tested with Level III. On the pre-test, these students mastered an average of 24 objectives; their average post-test mastery was a substantial 8.2 objectives.

Yeshiva Hakad Ha-Brab reported complete CREST data for 9 of 11 E.S.L. students. These results are presented in Table 11. Nearly all these students were tested on Level II of the CREST and they manifested an average gain of 0.48 objectives per month of attendance.

Due to the existence of ceiling effects at several program sites and the incomplete data reporting at others, a judgment as to the program's attainment of the evaluation objective concerning CREST achievement cannot be made across all participating schools. In fact, the results indicate that many students were quite proficient in E.S.L., as the previous section on student characteristics indicates. The CREST does not appear to be a sensitive measure for students at this level. (See recommendations.) It was therefore decided to examine passing rates for students enrolled in E.S.L. and English courses to provide more data on English achievement. These results are presented in Tables 12 through 15 by program site and semester, and the outcomes are easier to interpret, although data were not reported for all students.

At Franklin D. Roosevelt High School (see Table 12), the passing rates in E.S.L./English courses were generally high both terms, all above 75 percent when aggregrated across grades. Table 13 presents passing rates for South Shore High School E.S.L. and English courses. When aggregrated across grades and instructional levels, the passing rate for the fall term was higher than for the spring term. Nearly half of all program students at this school were in mainstream English courses. The results for Forest Hills High School are presented in Table 14. Nearly all program students at this site were enrolled in mainstream English courses and received passing grades.

Table 15 presents E.S.L. and English course data for all private school participants by semester. In the fall, term passing rates for intermediate and advanced courses were rather low, 57 percent and 64 percent respectively. All mainstreamed students in the fall and nearly all E.S.L. students in the spring received passing grades. Overall, project schools reported very high passing rates for their students enrolled in E.S.L. and English courses.

TABLE 6

Results of the Criterion Referenced English Syntax Test

(Program Students at Franklin D. Roosevelt High School

Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Whole Year			
I	8	18.63	19.88	1.25	5.36	0.23
II	35	18.09	20.29	2.20	5.48	0.40
III	38	11.03	12.76	1.74	5.67	0.31
TOTAL	81	14.83	16.72	1.89	5.56	0.34

*Post-test minus pre-test.

TABLE 7

Results of the Criterion Referenced English Syntax Test

(Program Students at South Shore High School Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Spring			
I	3	9.00	15.00	6.00	3.51	1.68
II	14	15.79	19.50	3.71	2.97	1.00
III	14	8.21	11.14	2.93	3.39	0.74
TOTAL	31	11.71	15.29	3.58	3.21	0.96

*Post-test minus pre-test.

TABLE 8

Results of the Criterion Referenced English Syntax Test

(Program Students at Forest Hills High School

Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
II	1	25.00	25.00	0.00	2.79	0.00
III	4	8.75	10.75	2.00	2.93	0.69
TOTAL	5	12.00	13.60	1.60	2.90	0.55
			Spring			
I	1	16.00	19.00	3.00	4.00	0.75
II	2	9.50	11.00	1.50	3.74	0.40
III	162	13.01	14.28	1.27	3.76	0.34
TOTAL	165	12.99	14.27	1.28	3.76	0.34

*Post-test minus pre-test.

TABLE 9

Results of the Criterion Referenced English Syntax Test

(Program Students at Flatbush Jewish Center Academy

Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Whole Year			
II	41	20.24	22.51	2.27	5.66	0.41
III	21	13.62	14.33	0.71	5.53	0.13
TOTAL	62	18.00	19.74	1.74	5.61	0.31

*Post-test minus pre-test.

TABLE 10

Results of the Criterion Referenced English Syntax Test

(Program Students at Nehar Chalom Torah Center Pre- and Post-Tested on same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Whole Year			
II	8	10.88	19.38	8.50	5.89	1.45
III	12	8.25	11.83	3.58	6.15	0.59
TOTAL	20	9.30	14.85	5.55	6.04	0.94

*Post-test minus pre-test.

TABLE 11

Results of the Criterion Referenced English Syntax Test

(Program Students Yeshiva Hakad Ha-Brab Pre-

and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Whole Year			
I	1	20.00	25.00	5.00	7.52	0.60
II	8	16.88	20.63	3.75	7.79	0.48
TOTAL	9	17.23	21.12	3.89	7.76	0.49

*Post-test minus pre-test.

TABLE 12

Number of Program Students at Franklin D. Roosevelt High School Attending Courses and the Percent Passing Teacher-Made Examinations in English as a Second Language and Mainstream English Classes

E.S.L. Level	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Fall										
Beginning	3	67	9	67	5	80	5	100	22	77
Intermediate	6	83	19	95	3	33	12	58	40	78
Advanced	1	100	2	100	3	100	4	100	10	100
Transitional	0	0	2	100	3	100	3	100	8	100
Spring										
Beginning	2	100	5	60	3	67	4	100	14	79
Intermediate	8	75	17	88	6	100	2	50	33	85
Advanced	1	-	4	100	3	100	12	75	20	85
Transitional	0	0	2	100	2	100	3	67	7	86
Mainstream	0	0	1	0	0	0	1	0	2	100

TABLE 13

Number of Program Students at South Shore High School Attending Courses and the Percent Passing Teacher-Made Examinations in English as a Second Language and Mainstream English Classes

E.S.L. Level	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Fall										
Beginning	2	50	1	0	0	0	0	0	3	67
Intermediate	2	100	4	100	1	0	2	100	9	100
Advanced	0	0	2	100	2	100	1	0	5	100
Mainstream	1	0	10	70	4	75	3	67	18	72
Spring										
Beginning	2	50	1	0	0	0	0	0	3	67
Intermediate	2	100	3	33	0	0	0	0	5	60
Advanced	1	0	4	100	2	100	3	67	10	90
Mainstream	1	0	8	75	5	80	1	0	15	80

TABLE 14

Number of Program Students at Forest Hills High School Attending Courses and the Percent Passing Teacher-Made Examinations in English as a Second Language and Mainstream English Classes

	Grade 9		Grade 10		Grade 11		Grade 12		Total	
E.S.L. Level	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
				Fall						
Advanced	1	0	3	100	0	0	0	0	4	100
Mainstream	11	100	59	92	65	100	32	100	167	100
				Spring						
Mainstream	12	100	60	100	60	100	31	100	163	100

TABLE 15

Number of Program Students at All Private Schools Attending Courses and the Percent Passing Teacher-Made Examinations in English as a Second Language and Mainstream English Classes

E.S.L. Level	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Fall										
Intermediate	8	50	4	75	2	50	0	0	14	57
Advanced	1	0	3	33	3	67	7	71	14	64
Mainstream	26	100	18	100	13	100	8	100	65	100
Spring										
Intermediate	7	100	1	0	1	0	0	0	9	100
Advanced	2	100	6	100	2	100	0	0	10	100
Transitional	0	0	0	0	1	0	0	0	1	0
Mainstream	24	92	18	100	14	100	14	86	70	94

ACHIEVEMENT IN NATIVE LANGUAGE STUDIES

A program objective called for a 65 percent passing rate for students enrolled in Russian language classes. The available data are presented in Table 16. No Russian language data were reported for Forest Hills High School. Franklin D. Roosevelt and South Shore High Schools reported data for the spring semester alone. The overall passing rate at Franklin Roosevelt was 96 percent where the lowest passing rate was 78 percent for ninth graders. At South Shore High School, the average passing rate was 80 percent.

Data for the private school participants were aggregated across schools, as similar results were reported at the various sites. The overall passing rates for these schools were 98 percent in the fall term and 99 percent in the spring term. None of these passing rates by grade was lower than 95 percent. On the whole, the participating schools, both and private, exceeded the program's criterion in Russian language achievement.

TABLE 16

Number of Program Students Attending Courses and the Percent Passing Teacher-Made Examinations in Russian Language Studies

School-Semester	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
F.D.R. - Spring	9	78	27	100	15	93	21	100	72	96
South Shore - Spring	3	67	16	81	6	100	0	0	25	80
Private Schools - Fall	39	95	44	100	31	97	16	100	130	98
Private Schools - Spring	37	100	44	100	31	97	16	100	128	99

ACHIEVEMENT IN MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND BUSINESS COURSES[a]

Program objectives stipulated that students enrolled in content-area courses would attain passing rates equal to those of mainstream students. As the program found that generating passing rates for mainstream students was very difficult to accomplish with limited resources, a passing rate of 65 percent was adopted as criterion in this area. The evaluation design contains a separate objective for students enrolled in business courses, who were to be evaluated according to the mainstream passing rate on a uniform test. Business students will also held to the 65 percent criterion as the mainstream passing rates in this area were not available.

Results for students enrolled in content-area courses are presented by grade, semester, and school in Tables 17 through 20. The program's private schools have been presented together as their enrollments were small and their results quite similar to each other. Passing rates were generally very high for all program sites. When aggregated across grade levels, the only passing rates below 80 percent were for business students (fall) and mathematics and science students (spring) at South Shore High School. These rates were 69, 73, and 79 percent, respectively. It is clear that program students enrolled in content-area courses performed quite well.

---

[a]Mathematics courses include fundamental math, algebra, geometry, eleventh and twelfth-year math, calculus, advanced placement math, computer math/programming, and R.C.T. Prep. Science courses include general science, biology, chemistry, physics, geology/earth science, hygiene/health education. Social studies courses include world geography/culture, world/global history, American history, economics, native heritage studies/culture, American studies/culture, and civics. Business/vocational courses include typing, secretarial studies, stenography, clerical record keeping, accounting, auto mechanics, wood shop, metal shop, drafting/drawing, home economics, art, music, and health careers.

TABLE 17

Number of Program Students at Franklin D. Roosevelt High School Attending Courses and the Percent Passing Teacher-Made Examinations in Content-Area Subjects

Content Area	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Fall										
Mathematics	10	70	32	94	14	93	23	96	79	91
Science	5	80	18	83	8	88	14	100	45	89
Social Studies	7	86	27	89	14	86	25	92	73	88
Business	5	80	25	92	9	89	20	95	59	92
Spring										
Mathematics	11	64	28	96	13	92	21	95	73	90
Science	6	67	14	86	8	88	15	100	43	88
Social Studies	8	88	24	96	14	79	24	92	70	90
Business	6	83	14	100	7	100	18	100	45	98

TABLE 18

Number of Program Students at South Shore High School Attending Courses and the Percent Passing Teacher-Made Examinations in Content-Area Subjects

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passing
Fall										
Mathematics	5	80	16	69	7	86	7	100	35	80
Science	5	80	13	77	5	100	3	100	26	84
Social Studies	5	80	15	80	7	100	4	100	31	87
Business	3	67	15	60	6	83	5	80	29	69
Spring										
Mathematics	4	75	16	95	6	83	4	50	30	73
Science	6	100	15	60	5	100	2	100	28	79
Social Studies	5	60	17	77	6	100	2	100	30	80
Business	5	60	18	61	6	100	5	80	34	82

TABLE 19

Number of Program Students at Forest Hills High School Attending Courses and the Percent Passing Teacher-Made Examinations in Content-Area Subjects

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Grade 11 N	Grade 11 % Passing	Grade 12 N	Grade 12 % Passing	Total N	Total % Passin
Fall										
Mathematics	12	100	61	93	64	97	32	100	169	96
Science	11	91	62	98	62	97	30	100	165	98
Social Studies	11	91	62	95	65	97	32	100	170	97
Business	24	96	124	100	130	100	55	100	333	100
Spring										
Mathematics	13	100	60	100	64	100	31	100	168	100
Science	13	100	60	100	64	100	28	100	165	100
Social Studies	12	100	60	100	64	100	30	100	166	100
Business	14	100	113	100	122	100	53	100	302	100

TABLE 20

Number of Program Students at All Private Schools Attending Courses and the Percent Passing Teacher-Made Examinations in Content-Areas Subjects

Content Area	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	N	% Passing	N	% Passing	N	% Passing	N	% Passing	N	% Passing
Fall										
Mathematics	39	95	44	93	31	97	16	88	130	94
Science	39	92	44	95	31	97	16	88	130	94
Social Studies	35	80	25	92	18	94	16	94	94	88
Business	13	100	44	98	39	100	8	100	104	99
Spring										
Mathematics	36	94	44	98	31	97	16	88	127	95
Science	37	81	44	98	31	97	16	88	128	91
Social Studies	33	88	25	100	18	89	16	88	92	91
Business	13	100	44	100	38	100	8	100	103	100

ATTENDANCE

Program objectives called for participating students to equal or surpass the attendance rate of the general school populations. Attendance rates for program students at the three public high school sites is presented in Tables 21 through 23.

In addition, a z-test* was used to examine the difference in attendance rates of program students and the general school population. A result (z-value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. From the tables it can be seen that the program objective in this area was realized for each of the three public high school sites.

---

*The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P; and n=the number of program students.

TABLE 21

Attendance Percentages of Program Students

at Franklin D. Roosevelt High School

Grade	Number of Students	Mean Percentage	Standard Deviation
9	16	84.19	11.91
10	38	89.74	9.64
11	20	91.10	10.10
12	26	94.54	2.98
TOTAL	100	90.37	9.44

Significance of the Difference Between the Attendance Percentage

of Program Students and the Attendance Percentage of the School

Number of Students	School Register	Program Attendance	School Attendance Rate	Q	z	Significance
100	3,065	90.37	80.07	19.93	2.58	.005

TABLE 22

Attendance Percentages of Program Students

at South Shore High School

Grade	Number of Students	Mean Percentage	Standard Deviation
9	5	84.80	8.70
10	16	90.94	8.37
11	7	92.86	4.63
12	4	89.50	7.55
TOTAL	32	90.22	7.74

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Number of Students	School Register	Program Attendance	School Attendance Rate	Q	z	Significance
32	3,092	90.22	80.40	19.60	1.4	.08

TABLE 23

Attendance Percentages of Program Students

at Forest Hills High School

Grade	Number of Students	Mean Percentage	Standard Deviation
9	13	95.85	2.61
10	62	94.52	3.57
11	65	94.78	3.27
12	32	94.00	2.90
TOTAL	172	94.62	3.28

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Number of Students	School Register	Program Attendance	School Attendance Rate	Q	z	Significance
172	2,794	94.62	85.48	14.52	3.4	.001

SUMMER JOB INTERNSHIP

The evaluation design called for 75 percent participation by program students in a summer job internship program designed to provide students with work experience. According to program personnel, this program component was not implemented (see page 3).

V. CONCLUSIONS AND RECOMMENDATIONS

Project CRIP in 1982-83 served 460 students at three public and four private high schools in New York City. The project provided career orientation activities -- lectures, guest speakers, advisement, and some instruction in career-related subjects. A staff member assigned to each site provided support to the school's own staff, implementing the career development component of the project, and generally providing a check-in point for students experiencing adjustment problems.

Shifts in the immigration picture have affected the program population. The stream of emigration by Soviet Jews has been slowed by Moscow, and the number of student entering New York City high schools directly from Soviet schools has declined sharply. The participants in Project CRIP therefore differ from the students who took part in previous bilingual programs aimed at Russian-speaking youngsters. While there are some new arrivals from the U.S.S.R., the majority of participants have already spent one, two, or more years in American schools. Others have arrived after spending one or more years in Israel, or have transferred to public schools from Yeshivas where they concentrated for at least a year on learning Hebrew. The project director estimated that about 60 percent of the population are of limited English proficiency, having scored below the twenty-first percentile on the Language Assessment Battery. The remainder of the students, according to the project staff, continue to experience academic difficulty rooted in adjustment problems.

The staff therefore devotes much of its energies to working with students and their parents on an individual basis.

The project functioned well during the school year, despite an October start-up date, late shifts in participating sites, and budgetary restrictions that caused reductions in staff. The unusual experience and dedication of the staff contributed to the program's success. The support offered by the school administrations, particularly at Forest Hills, also proved significant.

On the basis of interviews with staff, school administrators, and teachers, and students, the evaluation team offers the following recommendations:

1. The project director might devote a portion of staff development time to devising -- with school administrators, teachers, and project staff -- strategies for meeting the needs of the group of Russian-speaking students who are now enrolling in the program, and who may be expected to enroll in coming years. These are students who for the most part have received no high school education in the Soviet Union, but who are transferring to the participating high school from feeder schools, from private schools in New York City, or from Israel or other countries where Russian is not the dominant language. These students generally speak Russian at home, but many are not literate in their home language, or they may be losing literacy skills faster than the program can reinforce them. How is the project going to meet the needs of these students? Will Russian-language instruction continue to figure in the program's offerings? Will support services be re-designed

to serve high school students who may have immigrated at age nine, ten, or eleven? How can the project promote the academic progress of students who have had relatively long exposure to English, but who continue to experience difficulty in absorbing material in the content areas?

2. The project director might disseminate informational bulletins on program offerings to tax-levy grade advisors who develop students' programs and who work with project participants at the various sites. At one school, the grade advisor who programs project students said that she is in close touch with the Russian teachers, but basically is not able to meet as frequently with the project director or central staff. This kind of information could be readily shared between Title VII and tax-levy support staff informally or at regular meetings.

3. The project staff deserves special recognition for its work with parents. The emphasis on career development requires close contact with immigrant parents, who generally arrive with little understanding of how to help their children define career goals, apply for the appropriate job or for further education, or finance that education. The staff's demonstrated ability to communicate effectively with parents has contributed greatly to the project's success. Their function in orienting school administrators and teachers so that they can work more effectively with parents has also proven important.

4. As a substantial percentage of participating students are not served in E.S.L. classes, the CREST is not an appropriate instrument to assess these students' achievement. The program should consider developing an alternative objective in the area of English reading

achievement for those students served in mainstream classes. Achievement might be better assessed through the citywide testing program, for example.

VI. APPENDICES

APPENDIX A

Program Staff Characteristics: Professional and Paraprofessional Staffs

Function(s)	Date Appt.	Education (degrees)	Certification	License(s)	Total Years Experience in Education	Years Experience Bilingual	Years Experience E.S.L.	Years Other Relevant Experience
Project Director	10/82	M.A. Ed. Admin. M.A. Russian M.A. Guidance & Counseling B.S. Psychology	NYC NYS NYS	Early Childhood Elementary Spanish	17	7	7	Training in Moscow Univ. Middlebury College, Vermont
Curriculum Specialist/ Grade Advisor	10/82	Ph.D. Russian B.A. Russian	NYC NYS	TPD - Russian	16	4	none	Brooklyn College Assist. Prof. of Russian Language and Literature
Community Liaison	10/82	M.A. Administration B.A. Russian, Phys. Ed.	NYC NYS	TPD - Phys. Ed.	6	4	none	Worked in NYC Russian Bilingual Program as Community Liaison
Resource Teacher	10/82	B.A. Biology	NYC NYS	TPD - Russian	5	5	none	NYC Russian Bilingual Program
Resource Teacher	12/82	B.A. E.S.L.	NYC NYS	TPD - Russian	6	6	none	NYC Russian Bilingual Program
Educational Assistant	10/82	M.A. Russian Philosophy B.A. E.S.L.	NYC NYS	TPD - Russian	4	4	none	NYC Russian Bilingual Program
Educational Assistant	10/82	M.A. Special Ed. B.A. Psychology			4	4	none	NYC Russian Bilingual Program
Educational Assistant	10/82	B.A. Russian Lang. & Lit. + graduate work			4	4	none	NYC Russian Bilingual Program
Resource Teacher	10/82	B.A. Russian Language + 23 graduate credits	NYC NYS	TPD - Russian	2	2	none	NYC Russian Bilingual Program
School Secretary	10/82	H.S. Diploma + 40 college credits	NYC	School Secretary	4.5	1	none	NYC Russian Bilingual Program
School Office Aide	1/83	H.S. Diploma						NYC Russian Bilingual Program

BEST COPY AVAILABLE